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AESTRACT

Activities of the Research Department of the California Teacher Association (CTA) during 1971-1972 are categorized into the following areas: (1) Publication of Research Bulletins, Supplementary Research Reports, Research Resumes and Special Research Reports; (2) Handling of information requests through the department's Research Information Service; (3) Sponsorship of the California Advisory Council on Educational Research, conduct of the Annual State Conference on Educational Research, and publication of the California Journal of Educational Research; (4) Maintenance of an up-to-date Research Library and information center for use by CTA Staff, individual members, affiliates, and governmental agencies; and (5) Conduct of cooperative and special projects with other educational agencies including CTA Sections, CTA chapters, affiliates, governmental agencies, and candidates for advanced degrees. Reports of studies and surveys made by the Research Department of CTA under the auspices of the California Agency for Research in Education (C.A.R.E.) are listed in the appendix of this report. During the year, the Research Department produced 18 major research reports and 4 supplementary research reports, as well as Special Research Reports. Through its Research Information Service, the department processed 895 information requests during the year. Tables illustrate how the requests were made, subjects covered, by whom made, and what was done to answer the request. Appendices provide lists of the various publications produced during 1971-1972 by the Research Department. (DB)

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SUPPLEMENTARY
RESEARCH REPORT
NUMBER
123
AUGUST 1972

CALIFORNIA TEACHERS ASSOCIATION
RESEARCH DEPARTMENT

RESEARCH DEPARTMENT ACTIVITIES 1971-1972

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RESEARCH DEPARTMENT ACTIVITIES

1971-1972

SUPPLEMENTARY RESEARCH REPORT

Number 123

August, 1972

Research Department

California Teachers Association
1705 Murchison Drive
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California Teachers Association

RESEARCH DEPARTMENT ACTIVITIES

1971-1972

During the past year, the Research Department of the California Teachers Association has continued to expand in all areas of its operation to tend the needs of a growing and dynamic professional education association. The activities of the Department can be categorized into the following areas:

1. Publication of Research Bulletins, Supplementary Research Reports, Research Resumes and Special Research Reports.

2. Handling of information requests through the department's Research Information Service.

3. Sponsorship of the California Advisory Council on Educational Research, conduct of the Annual State Conference on Educational Research, and publication of the California Journal of Educational Research.

4. Maintenance of an up-to-date Research Library and information center for use by CTA Staff, individual members, affiliates, and governmental agencies.

5. Conduct of cooperative and special projects with other educational agencies including CTA Sections, CTA chapters, affiliates, governmental agencies, and candidates for advanced degrees.

C.A.R.E. The Research Department has had agreements, both formal and informal, with other educational organizations in California for many years. The first of these was entered into with the California Association of School Administrators (the superintendents'organization) in 1959. In addition to agreements with other administrative and special interest groups, working arrangements with the California School Boards Association were developed beginning in 1968. On July 1, 1971, the administrator organizations and several special interest groups consolidated to form the Association of California School Administrators (ACSA). This organizational change, plus the increasing activity of the School Boards Association in data gathering, made it highly desirable to create a permanent arrangement whereby factual data on California education could be collected and reported. Such unified collection and reporting would have the advantages of nearly complete cooperation of local districts and schools, and of county offices of education; and the great value of a single set of undisputed data being available for use in both State level and local negotiations. Other advantages would include increased recognition of the quality and validity of the work of the Research Department with concommitant increases in opportunities to be involved in research and evaluative activities important to the membership of the California Teachers Association both directly and through increased effectiveness of the Association and its local chapters.

After approximately two years of exploratory activities and negotiations, a joint agreement was entered into by CTA, ACSA, and CSBA, which created the California Agency for Research in Education (C.A.R.E.). This agency is governed by a Board of Directors composed of seven representatives from CTA, three from ACSA, and three from CSBA. In addition to having a permanent majority of board members, CTA's interests are further protected by a clause in the joint agreement setting up the agency which provides that no study can be conducted against the wishes of any participating organization. However, if any organization wishes to conduct a study not agreed to by another, nothing in the agreement prevents it from doing so either alone or with special arrangements with one of the other organizations. C.A.R.E. will concern itself only with collecting data and conducting studies affecting education generally, particularly those requiring the cooperation of governmental entities such as school districts. Internal studies such as membership surveys or studies of or by local units (for example, CTA chapters) remain the responsibility of the individual organizations.

The Research Department has been designated as the staff agency for C.A.R.E. The support of this Department is the primary contribution of CTA to the Agency. The major contributions of ACSA and CSBA are the influence of these two organizations in securing cooperation of schools, school districts, and county offices; and the avoidance of conflicting reports which would occur if each conducted and reported their own studies. In addition, each organization provides some staff service which is very helpful to the Research Department, and makes a modest contribution to the costs of the projects conducted under the auspices of the Agency. In 1971-1972 these contributions were scheduled to be in excess of sixteen thousand dollars. Due to variation in fiscal year dates among the organizations the actual amount received during the 1971-1972 CTA fiscal year will be somewhat less than this amount.

C.A.R.E. was formally inaugurated on December 18, 1971. Organizational and procedural refinements proceeded throughout the 1971-1972 school year. Nevertheless several studies were conducted, including a special evaluative survey of districts experimenting with PPBS. This survey was partly paid for by special contributions from the associations and by a contract with the Advisory Commission on School District Budgeting and Accounting which called for the Commission to pay half of the specific costs of the study.

Reports of studies and surveys made under the auspices of C.A.R.E. are designated as C.A.R.E. Documents and are listed in the appendix.

Research Reports

During the school year of 1971-1972, the Research Department produced a total of eighteen major research reports. In addition to these reports others will be published this summer based on data collected during the Spring of 1972. Six of these were published as Research Bulletins and six of these were published as C.A.R.E. Documents having general interest for school districts, institutions of higher learning, libraries, CTA Sections, chapters, individual members, affiliates, associative organizations, and governmental agencies, both federal and State. The majority of them dealt with personnel policies, professional rights and responsibilities, salaries, and school finance. Two reports of particular interest to people engaged in research were published as Research Resumes. Approximately 80,000 individual copies of these reports were ordered and distributed during the past year.

Not all studies were reported in Research Bulletins, C.A.R.E. Documents or Resumes, some being done only to satisfy specific needs of staff departments, State Council committees, or other agencies. Four Supplementary Research Reports were published in 1971-1972. However, to give a complete picture of the Department's activities in 1971-1972, these are listed in the Appendices along with Research Bulletins, C.A.R.E. Documents and Research Resumes, which are generally available, though some may now be out of print.

A series initiated in 1969-1970 was continued this year. It is entitled "Special Research Reports." These publications are of a special nature and are only distributed to committees, the Board of Directors, or individuals. No general distribution is made.

Most of the reports were based on data gathered by the Department from California teachers, schools, districts, and county school departments. Some information was obtained from copies of official documents, such as financial and budget reports made by districts to the State. Most data collection, however, involved the use of questionnaires and special report forms. The program of studies was developed from requests and concerns developed at research planning meetings held in the Spring and Fall of 1971. The exact shape of requests sent to the field was further delineated through a continuing program of consultation with CTA staff, ACSA staff, CSBA staff, staff and officers of CTA, chapters and affiliates, and experts located in districts, institutions of higher education, the State Department of Education, and other agencies.

Research Information Service

An important function of the Research Department during the past year, again was its Research Information Service. Information requests processed in 1971-1972 totaled 895. These requests covered a multitude of topics and came from staff personnel,chapters, members, affiliates, school districts, county offices, NEA, and other organizations, both public and private. Most of the information supplied was either directly or indirectly for the benefit of CTA members, though many made requests in their capacities as district employees or members of affiliates. The information requests that were recorded and tabulated did not include those received by phone or in person which do not require processing or furnishing materials. The library handles many requests of this type.

Tables I - IV present a picture of how the requests were made, subjects covered, by whom made, and what was done to answer the request.

TABLE I

HOW REQUESTS WERE MADE

Method	Number of Requests	Percent
Written	350	39.1
Telephone	469	52.4
In Person	76	8.5
TOTAL	895	100.0

TABLE II

GENERAL SUBJECT AREAS

Category	Number of Requests	Percent
Personnel Policies and Procedures	256	26.5
Administration: Legal, Fiscal, Operational	176	18.2
Other Areas	142	14.7
Implementing the Instructional Program	134	13.8
Educational Theory, Aims, History, Relations to Society	64	6.6
The Teaching Profession	63	6.5
Counseling, Guidance and Related Topics	46	4.8
Curriculum and Educational Materials	43	4.4
Elementary, Secondary, Higher and Adult Education	23	2.4
Sciences Related to Education	20	2.1
TOTAL	967	100.0

TABLE III

GROUPS THAT MADE REQUESTS

Group	Number of Requests	Percent
CTA Staff	204	22.4
CTA Member (Individual)	176	19.3
District Administration	170	18.7
Other	132	14.5
CTA Chapter	97	10.6
College or University	43	4.7
Student (H.E.)	32	3.5
County Schools Department	15	1.6
State of California	10	1.1
Other Government Agency	10	1.1
CTA Section	9	1.0
NEA	7	0.8
ACSA Staff	5	0.5
Affiliate, Other CTA	2	0.2
TOTAL	912	100.0

TABLE IV

HOW REQUESTS WERE ANSWERED

How Answered	Number of Requests	Percent
Xerox Materials Sent	227	19.7
Information from Department Sources	215	18.7
Research Department Publication Sent	172	14.9
Materials Loaned	133	11.6
Bibliographical Materials on Hand	97	8.4
Referred Elsewhere (Outside)	88	7.6
Special Reports Prepared	62	5.4
Other CTA Publications Given	54	4.7
No Data Known	44	3.8
Referred Elsewhere in CTA	19	1.6
Assistance in Library	18	1.6
Information from Professional Staff	17	1.5
Bibliography Prepared	6	0.5
TOTAL	1,152	100.0

The total number of actions taken in answering requests was 1,152. That is greater than the number of requests made due to the fact that in many cases two or more actions were required to answer the question or questions asked.

A time study indicated that 642 hours, or over 88.5 full working days, were expended in the Research Information Service. This service is a joint function of the professional staff, research assistants, secretaries, and librarians. Increased Department efficiency has resulted in the great majority of requests being answered within one or two days of receipt. The importance of this service is attested to by the many letters of appreciation the Department has received.

California Advisory Council on Educational Research

The California Advisory Council on Educational Research was established in 1948 by the California Teachers Association for the purpose of insuring that research related to the improvement of the profession and education will actually be conducted and its results disseminated. The Council, which meets four times a year, is composed of professional scholars from all school levels--elementary, secondary, and colleges and universities. CACER board members develop statements and guidelines for educational research in California, offer advice on research matters submitted by educators and professional groups, and suggest research problems for possible study.

In November, 1971, the Twenty-third Annual State Conference on Educational Research was held in San Diego. The theme of the Conference was "Accountability and the Curriculum." The Conference explored current research in developing behavioral objectives; program planning impact; accountability in mathematics, social science, language arts, vocational education, pupil personnel services, performance contracting, higher education, and in the affective domain; as well as the legislative demand for accountability and the effects of accountability on evaluation and research. The Conference chairmen and their panel participants endeavored to relate educational research within the Conference structured theme, and to present the conferees with a varied approach to accountability in education. We were pleased by the large attendance, and the favorable response of the many teachers and administrators attending the Conference.

The Twenty-fourth Annual Conference will be held at the Hyatt House Hotel in San Jose on November 9 and 10, 1972. The topic, "Evaluation--Try It, You'll Like It," promises another informative and challenging program.

As part of its program, CACER serves as the Editorial Board for the *California Journal of Educational Research*, which is published five times yearly. During the period of July 1, 1971 to June 30, 1972, seventy-eight manuscripts were submitted for consideration by the *Journal*. Twenty-two of these were accepted, and five have not yet been evaluated by the Editorial Board. In the year 1971-1972, the *Journal* published eighteen articles on a variety of topics. A complete listing of articles that appeared in the *Journal* can be found in the Appendices. Also, during this time, we granted our permission for eight articles that had been previously published in the *Journal* to be used in textbooks.

Dr. Alden W. Badal, Associate Superintendent for Planning, Research and Evaluation, Oakland Public Schools, served as Chairman of the Council during the past year.

Research Library

The Research Library moved this Spring, and is now established in its new quarters in the next-door building at 1845 Magnolia Avenue. However, all mail is still to be addressed to CTA State headquarters at 1705 Murchison Drive. Requests for educational information involving the library are made through the Research Department. Requests for library-produced publications are made directly to the library.

The collection of materials related chiefly to problems and activities of the teaching profession continues to grow. Much of the usage is indirect by those who send in requests for information. Those who are able to come to the library in person are usually surprised to discover how much information is accessible here. It is a browsable library on the shelves and in the classified catalog.

Books: The library contains 4,597 books as of mid-year

Pamphlets and reports: There are approximately 11,027 cataloged pamphlets, reports, and other small pieces in the classified folders. There are also some other more transitory pieces that are not cataloged.

Regularly received magazines and other serially filed publications: The current list contains 218 titles being received via subscription, exchange, membership, etc. Magazines are retained approximately 5 years, although some individual articles may be retained longer as cataloged items in the pamphlet file. The library also receives many newsletter-type publications, not included in this list, which are serially filed, but with their related subjects. A copy of the library's Periodicals List, 1972 is available upon request to the library.

Bibliographies: Eighteen bibliographies were added or revised during the past year, bringing the numbered series up to 76. A list of the recently added or revised ones is appended to this report.

The Staff Memo describing new publications and selected articles considered to have possible import for Association staff members was prepared regularly during the year.

Librarians' other activities: Both librarians have been active in the newly organized group of Bay Area Education Librarians, and the library hosted the group for one of its meetings. An article "Form Cards for Specialized Cataloging" was published in the March, 1972 issue of *Special Libraries*. The article described this library's method of making information from pamphlets and reports accessible in its two catalogs--- the classified and the alphabetic.

Cooperative Projects

In order to secure the completion of projects otherwise beyond the means of the Department, a program of cooperation in projects done by other agencies is carried on. These include chapters, affiliates, outside research centers, and doctoral candidates. This constitutes a direct service to members in many cases as well as a way of benefiting the Association at a minimum cost in staff time.

During this year CTA, CSBA and ACSA jointly conducted studies in school finance and school salary schedules. The finance study was again conducted by the Department for which a 100 percent return was secured. The salary survey was almost as successful, returns covered 99.2 percent of the regular teachers of the State.

Electronic Data Processing

As a result of developmental work completed in previous years, the Research Department was again able to accept the requests of both the Salary and Finance Committees to do detailed studies about school district budgets and salaries for all public educators in California.

The tight time limits placed on the Department by the needs for early publication of these Bulletins on the one hand, and the necessity of waiting until complete data was available from the field on the other, required substantially all of the Department's data processing efforts to be devoted to the salary and finance studies until the middle of March, 1972. The salary study is usually done during September-December, but was done in January-April of 1972 due to the President's wage freeze in the Fall of 1971.

The Research Executive has continued to work for the implementation of a California Educational Information System which will be acceptable to the CTA and other professional organizations as well as to the Legislature, the School Boards Association, and school districts. Progress was made, but it appears that the Department will be collecting most data on its own for at least several years in the future. This probability increases the importance of the cooperative arrangements with other organizations which were described above.

Field Contacts and Services

Field contacts are vital to the functioning of the Department. A great deal of information is received in the Department through donations to the library and all information received through surveys is sent to the Department voluntarily. Consequently, field contacts are essential to the steady flow of information.

Also, a number of field services were performed for members of various teacher associations. Among those chapters served were Los Altos Elementary, La Mesa-Spring Valley Elementary, Petaluma City Schools, Cotati Elementary, Mount Pleasant Elementary, Bishop Elementary, Hillsborough Elementary, San Diego Unified, Sacramento Unified, Redding City Schools, Shasta County Schools, San Juan Unified, Bakersfield Elementary, Fresno Unified, Santa Ana Unified, Los Angeles Unified, Laguna-Salada Elementary, Holtville Unified, El Centro Unified, Calexico Unified, San Rafael City Schools,Santa Clara Unified, San Jose Unified, Orange Coast Community College, San Diego Community College, Grossmont Community College, San Lorenzo Unified, Santa Barbara Unified, Redlands Unified, Eureka City Schools, San Mateo Elementary, Morgan Hill Unified, Norwalk-La Mirada Unified, Anaheim High, Berkeley Unified, Beverly Hills Unified, Biggs Unified, Calexico Unified, Durham Unified, East Whittier Elementary, El Dorado County, El Monte High, Fallbrook High, Folsom-Cordova

Unified, Fountain Valley Elementary, Newport-Mesa Unified, Oakland Unified, Ocean View Elementary (L.A. County), Oroville High, Pacific Grove Unified, Richmond Unified, San Mateo High, Santa Rosa City Elementary and High, Stockton Unified, Saugus Elementary, Tamalpais High, Torrance Unified, Vallejo Unified, and Wiseburn Elementary.

A number of contacts were made with State level groups, some of them were California Education Information Service, Task Force for Educational Data Processing, State Advisory Committee on Integrated Data Processing, Commission on School District Budgeting and Accounting. In this connection, a direct service to members has been the Department's staffing of the CTA Liaison "Committee" on Programming, Planning, Budgeting System (PPBS).

Educational Associations are very important in helping make it possible for the Research Department to receive information. Some of those with which the Research staff have worked are the Association of California School Administrators (formerly CASA, CASSA, CESAA, CASCD, CCSAA, CSPA) California Association of School Business Officials (CASBO) California Education Data Processing Association (CEDPA), California School Boards Association (CSBA), the National Education Association, California Association of School Librarians (CASL), California Educational Placement Association (CEPA), California Mathematics Council (CMC), California School Employees Association (CESA), Faculty Association of California Community Colleges (FACCC), and Western Association of Schools and Colleges (WASC).

Working with teachers and teacher association committees at various CTA State and Section Leadership Conferences and Workshops is also an important part of the total field services of the Research Department.

General Operations

In 1971-1972, the staff of the Research Department consisted of a Research Executive, two Assistant Research Executives, a Computer Consultant, two secretaries, five research assistants, a Librarian, and an Assistant Librarian, and a part-time library clerk. The joint efforts of the staff were directed towards serving many individuals and organizations, and fulfilled many of the needs of the California Teachers Association.

The 1971-1972 research planning meetings were held in the Spring and Fall of 1971. The 1971-1972 program was based upon the needs and interests made explicit at the meetings. By planning in advance for known or probable information needs of departments, committees, and chapters, it was possible to achieve much more within the limits of staff and resources than would otherwise have been possible.

APPENDICES

RESEARCH PUBLICATIONS 1971-1972

RESEARCH BULLETINS

260	Summary of Sabbatical Leave Policies Reported by California School Districts 1970-1971	Aug.	1971
261	Recruitment, Assignment, Transfer, Promotion & Evaluation Practices Reported by California School Districts 1970-1971	Aug.	1971
262	Leave Policies and Practices Reported by California School Districts 1970-1971	Aug.	1971
263	California Schools 1971	Nov.	1971
264	Results of Tax & Bond Elections in California School Districts 1970-1971	Sept.	1971
265	Class Size in California School Districts 1971-1972	May	1972

C.A.R.E. DOCUMENTS 1971-1972

1	District Paid Insurance Programs in California School Districts 1971-1972	Dec. 1971
2	California School Districts Fiancial Analyses 1970-1971	Dec. 1971
3	Teachers Salaries & Salary Schedules 1971-1972	April 1972
4	Salaries Paid Superintendents & Assistant Superintendents 1971-1972	April 1972
5	Salaries & Salary Schedules for Administrators & Special Services Certificated Personnel 1971-1972	April 1972
6	Salary Schedules for Substitutes, Interns, Adult Education and Extended Day, & Summer Sessions 1971-1972	April 1972

SUPPLEMENTARY RESEARCH REPORTS 1971-1972

119	Research Department Activities 1970-1971	Aug.	1971
120	County School Departments Annual Survey of Salaries-Contracts-Personnel Policies 1971-1972	Dec.	1971
121	Highlights of the Status of the California and the American Public School Teachers Survey 1971-1972	May	1972
122	The Role of the Elementary School Teachers in the Political Socialization Process	June	1972

46	Proceedings of the 23rd Annual State Conference on Educational Research	Nov.	1971
47	Educational Research Projects Reported by California County and District School Offices 1970-1971	May	1972

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ARTICLES PUBLISHED

IN

CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH 1971-1972

Sept. 1971	Student Evaluation of a High School Sex Education Program
	Student Opinion Toward Team Teaching
	Effect of Classroom Noise on Number Identification by Retarded Children
	Visual Learning: An Analysis by Sex and Grade Level
Nov. 1971	The Use of Percentage Gain As a Means Toward the Assessment of Individual Achievement
	An Investigation of the Personal and Professional Qualities of Black Student Teachers in Elementary Schools
Jan. 1972	Learning to Listen: A Study in Auditory Perception
	"Openness" of School Climate and Alienation of High School Students
	Title I and Remedial Reading Components for Disadvantaged Students
	Friendships Among Students in Desegregated Schools
March 1972	Teaching Methods and Incentives in Relation to Junior High Mathematics Achievement
	Teachers' Evaluation of Research Findings in Educational Psychology
	Differential Teacher Regard for Creative Students and Achieving Students
May 1972	Predicting Student Success in Elementary Algebra
	The Intensive Semester: An Experimental Approach to Academic Achievement
	Evaluating the Effectiveness of Teaching-Technique for Hindi as a Second Language
	Enhancing the Self-Concept of Disadvantaged Students
	Student Teacher Reactions to Training in Team Teaching Schools

RESEARCH LIBRARY'S BIBLIOGRAPHIES PRODUCED OR REVISED IN 1971-1972

Single copies are available.* If requested they should be cited by number and title.

Bibliog. Number

6. School grading systems. Rev. 7-72.

10. Report cards and reporting to parents. Rev. 7-72.

12. Early childhood education - when should it begin? Rev. 6-12.

36. Decentralization. Rev. 6-72.

38. Drug abuse. Rev. 4-72.

43. Behavioral objectives. Rev. 6-72.

48. Year-round school. Rev. 4-72.

66. Education vouchers. 6-71.

67. Outstanding teachers - characteristics. 6-71.

68. Teacher selection and evaluation - student involvement. Rev. 6-71.

69. Teacher supply and demand. 7-71.

70. Change process. 9-71.

71. Open concept school. 11-71.

72. Team learning. 2-72.

73. Career education. 6.72.

74. Teacher participation in the selection of teachers and administrators. 6-72.

75. Secondary school students' rights and responsibilities. 6-72.

76. The principal in the middle. 7-72.

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* There is a total of 76 bibliographies on file.

7/11/72 1h